

Guide #2: Campus Activities to Prepare for ICE



If you're a program director or an institution of higher education liaison, you'll need to align the Inclusive Concurrent Enrollment (ICE) model with your college's policies, practices, and procedures. Taking these steps helps ensure that student involvement in ICE activities is successful.

To start, you'll need to address issues around course registration, student status, disability services, new student orientation, policies, communication and campus safety. Dealing with potential complications before the students begin to enroll in college classes may help you avoid last-minute problem-solving later in the semester.

Every campus is different, but similar issues seem to come to the surface with concurrent enrollment. Keep in mind you have colleagues across the state who have problem-solved these very questions.

Course registration and student status

Early in the planning process, meet once or twice with the bursar or registrar to discuss college policies and the necessary adjustments for ICE students. Make sure to talk about:

- (1) **Status in the student management system.** Many campuses have found that using a special student status or flag on their record helps to identify students easily and include them on typical course rosters.
- (2) **Course registration procedure.** This may be different from the typical procedure when specific admission requirements are waived. Discuss how to create a streamlined registration process for ICE students, and create a timeline to ensure course access.
- (3) **Tuition and fees.** The ICE initiative requires that state-supported tuition for courses be waived by the institute of higher education. Develop a process to communicate about how this occurs in the accounting system.
- (4) **Auditing courses versus taking for credit.** Often you will not be able to determine audit vs. credit status until the student attends the class for a few weeks. The registrar may need to adjust the student or course files to accommodate a student who is auditing. Auditing may not be typically available on every campus; it usually helps to explain the specific goals and mission of the ICE initiative to ensure greater flexibility for students.

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Accessing disability services

The disability services office is key to campus accommodations. Before students are enrolled, meet with staff from this office to discuss their intake policy. Together, plan for how ICE students will be supported to receive campus accommodations. Get answers to these questions:

- When is it best to set up an intake appointment?
- What documentation is required for the first meetings with disability services?
- How do students sign up for tutoring?
- How will students access alternative testing, assistive technology, and other accommodations?
- What are the best ways to communicate with faculty? Most faculty are used to working with the disability services office, so you'll want your messages to faculty to be consistent with what they're hearing from the office.

New student orientation

ICE students should participate in regular orientation activities as much as possible. Since they may have special student status, and may not be in the typical new student roster, you may need to notify the orientation leaders that ICE students will be attending. When necessary, accommodations should be planned for and provided by the ICE program in conjunction with the disability service office.

The following is a sample orientation agenda from UMass Boston.

UMass Boston Partnership Student Orientation Agenda (sent to the partnership's high school liaisons). The orientation is for all students, including those supported by the ICE initiative, is August 21st. The day's events are listed below.

- **Check-in: 7:45–8:45 am** Continental breakfast, coffee, and juice will be provided in the ballroom.
- **College Welcome: 9:00–9:25 am** Meet with representatives as they officially welcome you to campus and provide a brief overview of UMass Boston.

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- **Transfer Center: 9:30–9:45 am** Hear from the transfer center and learn more about your credit evaluations, degree requirements, and more about being an incoming transfer student.
- **Connect with Career Services: 9:45–10:00 am** A representative from Career Services will give you a look into benefits you get from them as a UMass Boston student.
- **Know the Code: 10:00–10:15 am** Learn about the student code of conduct and how Office of the Dean of Students supports students on campus.
- **Connect with Your Small Group: 10:15–11:55 am** Meet with other students in your college while learning more about being a UMass Boston student from your orientation leaders, get your student ID, and become acquainted with campus.
- **Lunch & Resource Fair: 12:00–12:45 pm** Enjoy lunch with your fellow students and visit representatives from some of the many student-run clubs and organizations on campus.
- **Debrief: 1:00–1:45 pm** Dean's Conference Room, Wheatley, 1st floor, Room 75

Communicating with faculty. Some faculty have a lot of questions about working with students in the ICE programs. Others may not have questions yet, but will later in the semester. Communicate with faculty early and often. Sometimes the biggest change for faculty is having the coach or mentor in the courses. Here are tips you can share with faculty on working with coaches .

Communicating with district & school staff. Before students arrive on campus, create a contact list with all of the ICE partners' phone numbers and availability. If students are on campus after typical school hours, make a plan for how you will communicate with the school or family if there are any issues. Set up monthly meetings for all partners.

Communicating with families. Some families have a lot of questions about the college experience. It helps to have an orientation for them, and include them in any programs offered for families through the college.

Families should have a chance to express their fears, as well as give tips on what has been successful in the past. By providing orientation, college programs are not left in the position of trying to anticipate issues and solve them without the context and background that parents can provide.

Establish a clear communication chain for specific concerns. For example: What kind of questions are best directed to the school liaison, and which ones are best for college staff? What kind of things should the student be advocating for him/herself?

For more on the changing role of families, see the Think College Learn Module [“For Families.”](#)

Campus safety. Student orientation should include a discussion of the campus police, code of conduct, and student safety. All partners, families, and students should be clear on expectations and consequences. Most campuses have fire drills, security offices, and other procedures and services that help to ensure student safety. Make sure all students have cell phones and know how to use them.

Arranging for campus visitors. School staff or coaches may need to have visitor passes or guest passes to access campus. Coaches who are not college employees may need access to parking, computer labs, wellness centers, etc. Talk to security or other offices to determine the best way to give them access to the tools they need.

Training for coaches and mentors. Educational coaches and mentors need orientation as well as ongoing training to be effective. Coach/mentor orientation can be used to establish clear expectations and lay out the philosophy of the coach/mentor program. Orientation topics might include:

- Differences between high school and college
- Role of the coach/mentor
- Natural and faded support
- Self-determination in college
- Person-first language

Scheduling students' time. Some ICE programs map out a weekly schedule for each student. This way, they can have a sense of when the student will arrive on campus, how long they will stay, when they will have free time to participate in campus activities, and when they might need additional staff time for tutoring or mentoring.